

The Bath House Children's Community Centre

Inspection report for early years provision

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Inspection date	09/03/2010
Inspector	Rufia Uddin
 Setting address	 76 Shacklewell Lane, London, E8 2EY
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Bath House Children's Community Centre was registered in 1997. The group is run by a board of trustees. The centre provides full day care, after school care and holiday play scheme facilities. The provision operates from a single-storey building in the London borough of Hackney and has access to four group rooms and a fully enclosed outside play area. The centre opens five days per week. The nursery operates from 8.30am to 6.15pm for 48 weeks of the year. The after school club operates from 3.30pm to 6.00pm, term time only; and the play scheme operates during school holidays. The centre serves children and families from the local area.

There are currently 70 children aged from 18 months to under eight years on roll. Of these 28 children receive funding for nursery education. The centre currently supports a number of children who speak English as an additional language, it also supports a small number of children with special educational needs. The centre is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The centre employs 31 staff, most staff, including the manager, hold appropriate early years qualifications. Five staff members are currently working towards the NVQ level 3.

The setting receives support from Hackney's advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make very good progress in all areas of learning and development because staff are caring and have a good knowledge of the Early Years Foundation Stage. Staff know the children and their families well, they recognise and treat children as individuals. Effective arrangements to ensure the safety, health and well-being of the children are in place. Good links with parents, carers and other professionals have been developed and ensure that all adults are involved in providing care. Highly motivated staff ensure good quality practice and a high commitment to drive improvement. The manager and staff have completed the self-evaluation process and have addressed the recommendations from the last inspection. Good quality self evaluation and plans for future improvement are in place and demonstrate clearly the settings drive to provide high quality childcare.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue developing relationships with local primary schools to ensure smooth progression and continuity of learning and care

The effectiveness of leadership and management of the early years provision

Excellent procedures are implemented to fully safeguard children. Staff have a secure working knowledge of child protection issues and undertake ongoing training in this area. Procedures, such as those for the arrival and collection of children and the monitoring of students and visitors, and high quality risk assessments relating to the indoor and outdoor areas and outings ensure children's safety remains a priority at all times. The front door is monitored at all times usually from the office adjoining the front lobby. Either the manager, office staff or one of the key persons opens the door and sees that it is closed properly, and all the visitors are accompanied out to make sure that the front door is locked. Clear vetting procedures ensure that all adults are suitable to work with the children. Staff ensure records of children's existing injuries are recorded and shared with parents and confidentiality is maintained. In addition to robust risk assessments, daily hazard checks and regular fire evacuation procedures are carried out regularly, and the staff are highly vigilant in their supervision of children, all of which contributes to creating a safe environment for children. Detailed accident and medication records are kept and shared with parents and all necessary details are obtained from parents before any medication is administered to children. Staff are confident in their knowledge and understanding of how to safeguard children and what to do if they have any concerns about children in their care. There is a comprehensive safeguarding children procedure in place which has recently been reviewed and updated, and staff are aware of this procedure and the need to follow it.

The leadership and management of the centre is exceptional and demonstrates a high commitment to provide good quality childcare. Children's care and learning is significantly enhanced because management and staff share a common sense of purpose. Management have high aspirations for quality, which is evident through the robust monitoring and evaluation systems implemented. Secure procedures to recruit, appoint and induct new staff ensure children are cared for by well qualified and experienced adults. Good systems to monitor staff performance and development, including appraisals help staff celebrate achievements, identify targets and training needs, and increase their skills in relation to the responsibilities they have within the setting. Good systems are implemented to share information and evaluate and monitor the impact of training, which fully promotes and supports inclusive practice. Self-evaluation is undertaken by staff, parents and children and information gained is effectively used to help devise actions that lead to improvement.

Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. These are easily accessible and used effectively to help children learn and develop. Children develop their knowledge and understanding of the world around them as a result of the setting taking effective steps to promote equality and diversity. Children's backgrounds and differences are acknowledged and catered for extremely well. The partnerships with parents and other early years providers are outstanding. Management value parents as their child's first educators and partnership working

is integral to improving the provision and opportunities available for every child. Detailed information is given to parents before the children start, which ensures all necessary forms are completed before children attend. Parents are very involved in the initial and ongoing assessment procedures. They meet regularly with their child's key person to review individual play plans, discuss and agree next steps for development and monitor their child's ongoing progress. Links between home and nursery are secure in relation to sharing information about children and supporting learning in the home. For example, weekly newsletters provide suggested activities for parents to try with children and parent workshops are frequently offered. Notice boards, daily dairies, and verbal communication with parents ensure information is shared. Details of authorised people to collect children are recorded and a password system is set up for carers. Information about the individual needs of children is shared with other early years providers, which helps the staff provide support for those children when at the setting. Staff regularly request comments from both parents and children, using questionnaires. All comments seen were very positive. The centre has formal twice yearly meetings between parents and key workers which provide an opportunity to talk about the child's learning and development and involve parents in supporting their child's progress towards the learning outcomes. Staff encourage parents to accompany them on outings, and attend end of year shows, social evenings and do parent duty once a month where they attend a morning session and have lunch with their child. This allows parents and staff to get to know each other and develop friendly relationships which in turn develops confidence between the staff and the parents and promotes information sharing. Staff have knowledge and experience regarding special educational needs and/or disabilities and work closely with parents to ensure the care provided is correct. With parental consent, staff seek support and information from other professionals. Staff work with other professionals including speech and language therapists, physiotherapists, occupational therapists, the Learning Trust Special Educational Needs team, educational psychologists and the First Steps team from St Leonard's Hospital. Children who have English as an additional language settle quickly into the setting as staff work closely with parents, for example by ensuring they have key words in the child's home language.

Parents spoken to commented on how they feel the staff are approachable and how happy their children are to come to the setting, and said that policies and procedures are easily accessible to them. All necessary written parental permissions are in place. Links with other early years settings are good. Staff work with other practitioners who are also delivering the EYFS for children, such as childminders. When children leave the setting to start school a transition report is given to parents to give to their child's new teacher, so that the teacher has an overview of the child's stage of learning and development and any areas of support needed. Management has successfully identified this as an area for continuing development and has plans to further develop relationships with schools, for example by organising more visits to help the smooth transition of children from nursery to school.

The quality and standards of the early years provision and outcomes for children

Children settle quickly and enjoy their time at the setting. The nursery is bright and cheerfully decorated with children's work and staff create a warm, friendly environment where children feel safe. Children are confident, active learners and make friends, they are eager to learn and explore. The staff provide a good balance of stimulating, challenging activities which are both child-led and adult-led. Children show good levels of self-esteem and a sense of belonging. They develop skills for the future, for example an understanding of information technology. Children have access to computers and use this confidently under the supervision of staff. Behaviour is managed well. All staff have a calm, caring approach towards the children and use plenty of praise and encouragement with the children. The children are well behaved and understand the rules of the setting and show care and concern for each other. Good manners are encouraged and children were observed saying 'please' and 'thank you' with little or no prompting from staff. Children develop their independence and are able to visit the toilet alone, they understand the importance of hand washing, and staff are good role models. Staff use anti-bacterial gel regularly and wear aprons when serving snacks, meals and when they change nappies, which helps prevent the spread of infection.

Children benefit from access to fresh air and exercise. Children have a lovely time in the outside area, they are able to dig, grow things, run, climb and ride bikes. Children display an excellent understanding of the importance of looking after their bodies, promoting a healthy lifestyle. They benefit from a free flow environment inside and out, dressing in waterproof clothing and boots when playing in wet weather.

Clear planning, observations and assessments help staff identify children's starting points, interests and next steps and highlight which children require extension or extra support. Clear records help staff provide challenging activities for both the younger and older children. Children are able to develop their imagination through role play and creative activities such as painting and using recycled materials. Children have easy access to books and were observed sitting in the cosy book corner looking at books alone and together with staff. Children enjoy taking part in songs and rhymes. Children were observed having a lovely time singing songs and all sit well and join in the songs with excitement and enjoyment. Children understand that they can use items to count such as their fingers and beads. They can count confidently and most can count to ten. Children interact with each other and are beginning to learn about taking turns, sharing and working together.

Younger children are treated with genuine care and concern by the staff. Skilled interactions were observed with staff talking constantly to the toddlers and younger children about what they are doing and the items they were playing with. Staff understand the younger children's needs and anticipate what they want as they play. When the younger children were asked if they wanted to go outside, which they did. Staff met children's individual needs extremely well and work closely together to ensure they continue to provide activities to challenge and interest the children.

Children's health and well-being are promoted effectively. Children have an understanding about healthy eating, and enjoy healthy meals and snacks, and help themselves to the variety of fruit offered. They sit well and eat their meals and snacks, having a pleasant time chatting amongst themselves and to the staff. Fresh drinking water is easily accessible. Older children were observed helping themselves to fresh fruit and toast and pouring their own drinks during snack time. There is an excellent awareness regarding the dietary needs of children and these are carefully recorded to ensure children are given the correct food. Clear accident and medication procedures are in place and all necessary written parental permissions are obtained. Records of accidents and any medication administered to children are kept and shared with parents. Children benefit because use is made of meal and snack times to promote children's educational development, for example children's counting skills are developed as they count and share fruit, and work out if there is enough space for them to sit, and they put their plates and cups away when they have finished, showing a real sense of responsibility within the group.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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